



# COMPARING SELF-CONCEPT OF STUDENTS WITH AND WITHOUT LEARNING DIFFICULTIES

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## ABSTRACT

This study compared self-concept in 50 High school children with learning disabilities (LD) and 70 of their peers without LD. The students completed the Self-concept Scale, and each obtained a score in six subdomains. Differences were found between the groups on the social, educational and Intellectual subscales, with students without LD scoring higher on both scales. There was no difference between groups on global self-concept. The limitations of this study are identified, and directions for future research are provided.

**KEYWORDS:** Self-concept, students with learning disabilities.

## INTRODUCTION:

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. According to Baumeister (1999) self concept is "The individual's belief about himself or herself, including the person's attributes and who and what the self is". According to Rogers, one's self-concept influences how one regards both oneself and one's environment. The self-concept of a mentally healthy person is consistent with his or her thoughts, experiences, and behavior. Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk 2001). Self-concept is not innate, but is developed or constructed by the individual through interaction with the environment and reflecting on that interaction. This aspect of self-concept is important because it indicates that it can be modified or changed (Franken, 1994). The way an individual views himself accounts to a large extent for his success.

An adolescent who has an adequate self-concept is likely to follow the problem solving approach and tends to be spontaneous, creative, original and have high self esteem. He trusts himself and has good academic achievement motivation and is free to accept others without any negative feelings. Negative self-concept in adolescence has been learning, associated with various maladaptive behavioral and emotional problems. Problems and difficulties can lower self-concept; but low self-concept can also cause problems and they may lose motivation in learning. Building confidence in adolescents is one of the most important steps educators and parents can take to ensure an atmosphere for

The purpose of the present study is to find out the self-concept of students with and without learning difficulties.

## Research Design:

The present study was a descriptive survey type of research. A sample of 120 students with and without learning disability studying in different schools of Balasore and Mayurbhanj district of Odisha. Out of 120 students, 50 students of learning difficulties and 70 normal students. Purposive sampling technique was employed for the collection of the sample. Self-concept scale by Saraswat, (1986) was used to measure the self-concept of students with and without learning disability. Statistical techniques like mean, SD and t-test were used for analyzing the data.

## Analysis and Interpretation of the data:

**Table 1: Significance of Difference between Students with and without learning disability Studying on Self-Concept**

Variables	Groups	N	Mean	S.D.	SED	t-ratio	Level of significance
Self-concept	Learning Disability	50	125.34	30.39	5.04	4.78	.01
	Normal Students	70	101.24	23.55			

Table Value = .05 = 1.96 = .01 = 2.58

It is revealed from the Table-1 that the mean scores of students with and without learning disability studying on self-concept are 125.34 and 101.24 with S.D's 30.39 and 23.55 respectively. The t-ratio came out to be 4.78 which is significant

at .01 level of significance. That means there is a significant difference between students with and without learning disability on self-concept. However, the mean score of students with learning disability is higher than the students without learning disability. It implies that the students with learning disabilities had better self-concept as compared to the students with learning disabilities.

**Table 2: Significance of Difference between Students with learning disability Studying in Integrated And Special Schools on Different Dimensions of Self-concept**

N=120

Sr. No	Dimensions	Types of school	Mean	S.D	SED	t-ratio
01	Physical	LD	35.71	7.34	0.92	1.5
		Normal	34.33	6.50		
02	Social	LD	20.85	4.98	0.58	6.29**
		Normal	17.20	3.50		
03	Temperamental	LD	23.34	5.82	0.68	10.42**
		Normal	16.25	4.20		
04	Educational	LD	22.67	6.01	0.74	8.85**
		Normal	16.12	5.15		
05	Moral	LD	20.77	6.24	0.72	2.18**
		Normal	21.34	4.20		
06	Social	LD	24.56	3.45	0.98	8.05**
		Normal	32.45	4.32		

Df = N-2 = 90-2 = 298

Table of 298 df at .01 level = 1.96

At .05 level = 2.58

It is revealed from the Table 2 that the t-ratio between students with and without disabilities on different dimensions of self-concept like Physical, Social, Temperamental, Educational, Moral and Intellectual are 1.5, 6.29, 10.42, 8.85, 2.18 and 8.05 respectively. That means there is a significant difference between students with and without learning disability on studying in integrated and special schools on self-concept on above dimension. But the dimension like appropriate self-concept (ASS), there is no significant difference between students studying in integrated and special schools, as their t-ratio indicated that 1.50. However, the mean score of students with learning disability studying in integrated schools is higher than the students with learning disability studying in special schools. It implies that the students those were studying in integrated schools had better self-concept as compared to students with learning disability studying in special schools.

## DISCUSSION AND CONCLUSION:

The present study reveals that the students with learning disability who have studied in integrated schools have better self-concept than who are studied in special schools. So it is suggested to the parents of hearing impaired children that they should admit their children in integrated schools for their better development of self-concept. In special schools the teacher should make an effort to develop a conducive social climate in the class so that every students with learning disability

ity should feel that he belongs to a group of normal population. The study also presents that the students of integrated schools are more confident than special schools. So, there must be organize programmes drama, poetry, sports etc more to enhance the self-concept among students with learning disability. The findings also show that the students of special schools feel more loneliness and impulsiveness than integrated schools. So, it is recommended to the teachers of special schools that they should understand and identify child's self esteem to encourage and generate self-concept among students with learning disability. They can also assign some projects to develop the self-concept. The impulsiveness and loneliness of students with learning disability can be decreased in special schools with good and congenial environment because there is a keen relationship between social environment and self-concept.

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